

# Reinforcing Effort and Providing Recognition

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# Objectives



As a result of participating in this workshop, teachers will be able to:

- Define the purpose of reinforcing effort and providing recognition.
- Provide examples of how teachers reinforce effort and provide recognition.
- Use resources that will support their work with students to reinforce effort and provide recognition.

# Ba-Da-Bing Warm-up



- Write one short sentence that tells about something that they did this morning.
- Write this sentence quickly; don't worry about making it a long descriptive sentence.

# Ba-Da-Bing - Now think about...

- Where your feet went

- What you saw



- What you thought



- Revise your sentence. Make it more than one sentence if necessary. Tell where your feet were, what you saw, and what you were thinking.

NOTE: The Ba-Da-Bing handout explains this for you and gives you examples if you'd like to try it with your students.

# Ba-Da-Bing - Think, Pair, Share



Think for a minute about the Ba-Da-Bing warm-up activity. Turn to a partner. Share your original and revised sentences with your partner. Then discuss the following:

- Why do you think I chose the Ba-Da-Bing as a warm-up activity?
- What connections can you make between Ba-Da-Bing and Effective Teaching Strategies?

# **The Essential Nine**

## **Categories Of Instructional Strategies That Affect Student Achievement**

<b>Category</b>	<b>Percentile Gain</b>
<b>Identifying similarities and differences</b> (We focused on this strategy earlier in the year)	<b>45</b>
<b>Summarizing and note taking</b>	<b>34</b>
<b>Reinforcing effort and providing recognition</b> (We are focusing on this today)	<b>29</b>

# Reinforcing Effort and Providing Recognition

Believing in effort can serve as a powerful motivational tool that students can apply to any situation. Providing recognition helps students see how effort affects outcome.



# Reflecting on Current Beliefs and Practices

- **Think, Pair, Share - Turn to your neighbor and discuss...**
- **How do you reinforce students' effort and provide recognition in your classroom?**
- **What is the purpose for reinforcing effort and providing recognition in the classroom?**
- **What makes reinforcing effort and providing recognition effective or ineffective?**
- **What questions do you have about reinforcing effort and providing recognition?**



# I wish I knew....



- Ways to encourage students so that they keep moving forward
- Ways to help students put forth effort
- Ideas for increasing intrinsic motivation
- Ways to involve students in the feedback process
- How to get the independent learners that we want
- Non-evaluative ways to recognize positive student efforts, accomplishments, and behavior

# RESEARCH

- **People generally attribute success at any given task to one of four causes:**
  - **Effort**
  - **Other people**
  - **Ability**
  - **Luck**
- **Three of these four beliefs ultimately inhibit achievement – (Covington 1983,1985)**

# Generalizations from Research

- **Not all students realize the importance of believing in effort.**

**The implication is that teachers should explain and exemplify the “effort belief” to students.**

Urdan, Midgley, & Anderman 1998

# Generalizations from Research

**Students can learn to change their beliefs to an emphasis on effort**

**Students who were taught about the relationship between effort and achievement increased their achievement more than students who were taught techniques for time management and comprehension of new material.**

**Van Overwalle & De Metsenaere, 1990**

# Recommendations for Classroom Practice

**Students need to be taught that effort can improve achievement.**

- **Share personal examples of times you have succeeded because you did not give up**
- **Share examples of well-known athletes and others who succeeded mainly because they did not give up**
- **Have students share personal examples of times they succeeded because they did not give up.**

# Recommendations for Classroom Practice

Have students chart effort and achievement

**Charting their effort and achievement will reveal patterns and help students see the connection between the two.**

# Reinforcing Effort

## **ORGANIZING CLASSROOMS FOR EFFORT**

- **Students know what is expected.**
- **Fair and credible evaluations are used.**
- **Curriculum is geared to standards.**
- **Student responsibility for work is emphasized.**
- **Results are fixed, time varies.**
- **Recognition of accomplishment is utilized.**

# Providing Recognition

Providing recognition for attainment of specific goals not only enhances achievement, but it stimulates motivation



# RESEARCH

**Rewards do not necessarily have a negative effect on intrinsic motivation.**

**Reward is most effective when it is contingent on the attainment of some standard of performance.**

**Abstract symbolic recognition is more effective than tangible rewards.**

# **Recommendations for Classroom Practice**

- **Establish a rationale for reinforcing effort and providing recognition**
- **Follow guidelines for effective and ineffective praise.**
- **Link effort to achievement**
- **Use the pause, prompt, and praise technique**

# *Effective praise:*



- Is delivered contingently
- Specifies the particulars of the accomplishment
- Shows spontaneity, variety and other signs of credibility that suggest clear attention to the student's accomplishment
- Rewards attainment of specified performance criteria (which can include effort)
- Provides information to students about their competence or the value of their accomplishments
- Orients students toward better appreciation of their own task-related behavior and thinking about problem solving

## *Ineffective praise:*



- Is delivered randomly or unsystematically
- Is restricted to global positive reactions
- Shows a bland uniformity that suggests a conditioned response made with minimal attention
- Rewards mere participation, without consideration of performance processes or outcomes
- Provides no information at all or gives students information about their status
- Orients students toward comparing themselves with others and thinking about competing

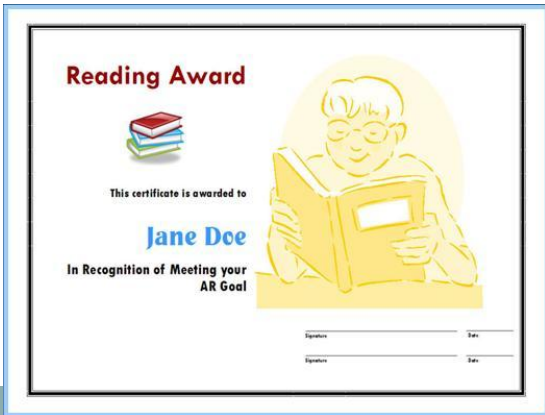
# *Ineffective praise:*



- Uses the accomplishments of peers as the context for describing a student's present accomplishments
- Is given without regard to the effort expended or the meaning of the accomplishment (for *this* student)
- Attributes success to ability alone or to external factors such as luck or (easy) task difficulty
- Fosters exogenous attributions (students believe that they expend effort on the task for external reasons - to please the teacher, win a competition or reward, etc.)
- Focuses students' attention on the teacher as an external authority figure who is manipulating them
- Intrudes into the ongoing process, distracting attention from task-relevant behavior.

# Examples of How Technology Can Help

- Email: Teachers can send positive notes to parents and students
- Teacher Webpages for posting student work
- Word processing software to create awards and certificates

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# Modified Jigsaw Activity



- Count off by 10's
- Join with the other people who have the same number as you.
- Choose a facilitator, scribe, reporter, timekeeper and gatekeepers.
- Discuss and research your assigned topic related to Reinforcing Effort or Providing Recognition.
- Prepare a presentation on your assigned topic.

# Modified Jigsaw Activity Topics



- 1. Teach Students That Effort Can Improve Achievement**
- 2. Ask Students to Chart Effort and Achievement**
- 3. Establish a Rationale for Recognition**
- 4. Follow Guidelines for Effective and Ineffective Praise**
- 5. Use Recognition Tokens**



# Modified Jigsaw Activity Topics



- 6. Use the Pause, Prompt, and Praise Technique**
- 7. Use Criterion Referenced Feedback and Explanations**
- 8. Use Feedback from Assessments**
- 9. Engage Students in Peer Feedback**
- 10. Ask Students to Self-Assess**

# **SNOWBALL ACTIVITY**

On the Snowball Activity handout/Exit Card:

List the reasons why Reinforcing Effort and Providing Recognition are included in the nine categories of Instructional Strategies proven to increase student achievement.

Write one reason per person. When directed, crumple up your paper and toss it to another person who will add another reason.

# CHECKING FOR UNDERSTANDING



## **Base Group ACTIVITY**

**Read the four examples of providing recognition in the classroom.**

**In your group, evaluate each example according to the Guidelines for Praise.**

**Determine if recognition is Effective or Ineffective**

**Cite the specific criteria and explain your thinking.**

**Revise any that are ineffective.**

## **Teacher Recognition**

**Example 1: Dana was unable to make any connections among the elements using a table of characteristics. Mr. Mulder suggests she focus on one characteristic and look for connections. When he returns later, Dana explains how she had figured out a way to group the elements according to boiling point. Mr. Mulder congratulates her on finding a valid connection.**

**Example 2: Mr. Mulder circulates as students are working in small groups. He pauses at Station 1 and comments, “Nice work on your calculations.” At Station 2, he says, “Nice work on your graphs.” At Station 3, he says, “Nice work on your calculations.”**

## **Teacher Recognition**

**Example 3: “You really did a good job working through all of the steps and checking your answers for this problem. I know you’ve had difficulties with multi-step calculations before and sometimes settled for getting any answer down on paper, even if it wasn’t correct. Your determination with the third task really showed.”**

**Example 4: “Good job. Jackson. Keep it up.”**